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ABSTRACT

This document includes the left-hand column ("What all Students Should Know") and the center column ("What All Students Should Be Able To Do") from "Missouri's Framework for Curriculum Development in Communication Arts K-12." Next to these two columns has been added a column which includes assessment notes for those grade levels which will be tested in the Missouri Assessment Program (MAP). The annotations found in this column are intended to provide information to administrators, curriculum directors, and teachers concerning what is or is not "fair game" for the new statewide performance assessment in communication arts. At the top of the assessment notes column, the grade level of the test in question is identified (third, seventh, or eleventh). Below this heading, the knowledge benchmark statement from the left-handed column is repeated. Below the knowledge benchmark statement, information is given on each of the performance benchmarks found in the middle column. If the letter is followed by the words "Grade 3 (or 7 or 11) state assessment," this benchmark is considered fair game for the assessment at that level. If the benchmark is assessable on the statewide test but is not fair game for assessment until the next higher testing level, the annotation will say, "Beyond 3rd (or 7th) grade state assessment." Not all of the skills identified here as fair game for a state test will show up on the test in any given year. (RS)

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ED 430 241

Assessment Annotations
for the Curriculum Frameworks

Communication Arts

Grades 3, 7, and 11

IV. Make Decisions and Act as Responsible Members of Society

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CS 216 705

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Assessment Annotations for the Communication Arts Curriculum Framework

This document includes the left-hand column ("What All Students Should Know") and the center column ("What All Students Should Be Able To Do") from *Missouri's Framework for Curriculum Development in Communication Arts K-12. Next* to these two columns has been added a column which includes assessment notes for those grade levels which will be tested in the Missouri Assessment Program (MAP), The annotations found in this column are intended to provide information for administrators, curriculum directors, and teachers concerning what is or is not "fair game" for the new statewide performance assessment in communication arts.

Teacher work groups met in late 1996 and early 1997 to decide which of the seventy-three Show-Me Standards should be assessed by the communication arts portion of the MAP. These teacher groups identified the following list of standards:

Communication Arts Knowledge Standards: 1, 2, 3, and 4.
Performance Standards, Goal One: 1.1, 1.5, 1.6, 1.7, and 1.8.
Performance Standards, Goal Two: 2.1, 2.2, and 2.4.
Performance Standards, Goal Three: 3.1, 3.4, 3.5, 3.6, 3.7, and 3.8.
Performance Standards, Goal Four: 4.1.

Another group of teachers then went through the communication arts curriculum framework and, using the list of standards above as a guide, noted which benchmark statements were fair game for a statewide paper and pencil test.

This teacher group faced an additional problem: the benchmark statements in the curriculum frameworks are at the fourth, eighth, and twelfth grade levels, while the communication arts portion of the new performance test will be given at grades three, seven, and eleven. Therefore, the group also identified those skills which were only *introduced* at the benchmark grade levels, since, for example, it would not be fair on a seventh grade test to assess a skill that is not introduced until grade eight.

At the top of the assessment notes column, the grade level of the test in question is identified (third, seventh, or eleventh). Below this heading, the knowledge benchmark statement from the left-hand column is repeated. In some cases, this benchmark statement has been qualified because only part of the benchmark is assessable on a statewide test. Any modifications made to the original statement are explained in parentheses. Below the knowledge benchmark statement, information is given on each of the performance benchmarks found in the middle column. If the letter is followed by the words "Grade 3 (or 7, or 10) state assessment," this benchmark is considered fair game for the assessment at that level. If the benchmark can not be assessed on the statewide test, it is marked "Local assessment." If *part* of the benchmark is assessable on the state test, the benchmark is modified to reflect the portion of the benchmark that is assessable. The modifications to these benchmarks are explained in parentheses. Finally, if the benchmark *is* assessable on the statewide test, but is not "'fair game" for assessment until the next higher testing level, the annotation will say, 'Beyond 3rd (or 7th) grade state assessment."

Please note that not all of the skills identified here as "fair game" for a state test will show up on the test in any given year.

IV. Make Decisions and Act as Responsible Members of Society

K-12 Content Overview

The **communication arts** provide **students** with opportunities to practice and observe decision making in many different contexts. Talking, reading, writing, listening, viewing, and representing ideas and information visually through charts, graphs, diagrams, etc., enable students to process information and reflect on complex issues as they work individually and together to make difficult decisions.

In today's world, where cooperation in both the school and the workplace is so important, students must learn how to work collaboratively to make decisions. They need to be able to develop and follow group rules and procedures, fill needed roles within the group, listen to and critically evaluate the thinking of others, and offer their ideas in tactful and respectful ways. In addition, students **need to learn how to recognize the techniques used to influence the decision** making of others (such as rhetoric, advertising, and propaganda); how to evaluate the consequences of others' decisions, including those of literary characters; and how to apply all of this knowledge to make decisions.

Both in school and in the workplace, students need to learn to make responsible decisions. By practicing academic honesty (for example, using proper citation of sources to avoid plagiarism; and not copying videos, accessing computer files, or duplicating copyrighted material without **permission**) students can develop the sense of integrity that is expected in academic and workplace settings.

IV. Make Decisions and Act as Responsible Members of Society

What All Students Should Know	What All Students Should Be Able To Do	3rd Grade Assessment Notes
By the end of grade 4, all students should know how to 1. Apply communication skills and strategies to facilitate decision making. (CA 1, 3-6) [Review the content of your district's curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the second column.]	*By the end of grade 4, all students should be able to* a. establish and follow guidelines for group work using democratic principles (4.2; 4.6) b. identify and state decisions to be made (4.5) c. contribute ideas and opinions in large and small groups (2.3; 4.6) d. listen courteously to others (2.3; 4.6) e. gather relevant information (1.2; 4.1) f. consider possible alternatives suggested by others (2.3; 4.6) g. predict possible consequences of decisions (4.1; 4.7) h. explain reasons for making decisions (4.1) i. demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting) (4.2; 4.6)	1. Apply communication skills and strategies to facilitate decision making a. Local assessment b. Local assessment c. Local assessment d. Local assessment e. Local assessment f. Local assessment g. Grade 3 state assessment h. Grade 3 state assessment i. Local assessment

COMMUNICATION ARTS K–4

IV. Make Decisions and Act as Responsible Members of Society

What All Students Should Know	What All Students Should Be Able To Do	3rd Grade Assessment Notes
By the end of grade 4, all students should know how to	*By the end of grade 4, all students should be able to*	
2. Analyze and evaluate decision-making processes involving language use, literature and daily experiences. (CA 1-7)	a. demonstrate appropriate use of language in a variety of situations (2.1; 4.2)	2. Analyze and evaluate decision-making processes involving language use, literature and daily experiences.
[See note on p. 59.]	b. analyze decision-making processes of literary and historical figures (2.4; 4.1)	a. Grade 3 state assessment
	c. compare real-life decisions to those faced by fictional characters (2.4; 4.3)	b. Grade 3 state assessment
	d. examine decisions that community workers must make as part of their jobs (2.6; 4.3)	c. Grade 3 state assessment
		d. Grade 3 state assessment

COMMUNICATION ARTS K–4

IV. Make Decisions and Act as Responsible Members of Society

What All Students Should Know	What All Students Should Be Able To Do	3rd Grade Assessment Notes
By the end of grade 4, all students should know how to 3. Make informed decisions regarding communications. (CA 1-7) [See note on p. 59.]	*By the end of grade 4, all students should be able to* a. develop and revise communications to suit audience and purpose (2.1; 4.1) b. create accurate and legible communications (2.2; 4.4) c. understand that communications containing stereotypes and negative language offend others (2.1; 4.2) d. list resources consulted for reports and presentations (4.1; 4.4)	3. Make informed decisions regarding communications a. Grade 3 state assessment b. Grade 3 state assessment c. Local assessment d. Local assessment

IV. Make Decisions and Act as Responsible Members of Society

What All Students Should Know	What All Students Should Be Able To Do	7th Grade Assessment Notes
By the end of grade 8, all students should know how to 1. Apply communication skills and strategies to facilitate decision making. (CA 1, 3-6) [Review the content of your district's curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the second column.]	*By the end of grade 8, all students should be able to* a. apply democratic principles to communication processes involved in decision making (4.2; 4.3) b. develop a plan to reach consensus (4.5; 4.6) c. contribute ideas and opinions on the topic under discussion (2.3; 4.1) d. communicate ideas clearly (2.1; 4.1) e. listen attentively to the ideas and opinions of others (2.3; 4.6) f. restate the ideas of others (2.2; 2.3) g. gather relevant information for decision making from a variety of resources (1.6; 1.7) h. evaluate information to identify reasonable alternatives (1.6; 4.6) i. summarize the decisions of the group (1.8; 4.1) j. discuss historical and current events to evaluate the role of communication skills in decision making (4.2; 4.3)	1. Apply communication skills and strategies to facilitate decision making. a. Local assessment b. Local assessment c. Local assessment d. Communicate ideas clearly in writing. (The communication of ideas through speech should be assessed locally.) e. Local assessment f. Grade 7 state assessment g. Local assessment h. Grade 7 state assessment i. Local assessment j. Local assessment

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IV. Make Decisions and Act as Responsible Members of Society

What All Students Should Know	What All Students Should Be Able To Do	7th Grade Assessment Notes
By the end of grade 8, all students should know how to 2. Analyze and evaluate decision-making processes involving language use, literature and daily experiences. (CA 1-7) [See note on p. 62.]	*By the end of grade 8, all students should be able to* a. analyze the impact of language use in decision making (1.6; 4.1) b. analyze decisions of literary characters and historical figures (2.4; 4.1) c. compare their own decision-making processes with those of literary and historical figures (3.2; 3.4) d. analyze the impact of decisions (3.8; 4.7) e. research career and academic options (1.10; 4.8)	2. Analyze and evaluate decision-making processes involving language use, literature and daily experiences. a. Local assessment b. Grade 7 state assessment c. Grade 7 state assessment d. Grade 7 state assessment e. Local assessment

COMMUNICATION ARTS 5-8

IV. Make Decisions and Act as Responsible Members of Society

What All Students Should Know	What All Students Should Be Able To Do	7th Grade Assessment Notes
By the end of grade 8, all students should know how to 3. Make informed decisions regarding communications. (CA 1-7) [See note on p. 62.]	*By the end of grade 8, all students should be able to* a. choose a format and genre appropriate for audience and purpose (2.1; 3.1) b. demonstrate understanding of constitutional rights and responsibilities regarding public expression (2.1; 4.2) c. demonstrate sensitivity in language use regarding stereotypes, gender, ethnicity, etc. (2.3; 4.2) d. identify sources and quotations used in reports and presentations (1.7; 4.4) e. apply established criteria to evaluate communications (1.6; 4.1) f. create accurate and aesthetically pleasing communications (2.2; 4.4)	3. Make informed decisions regarding communications. a. Grade 7 state assessment b. Local assessment c. Local assessment d. Identify sources and quotations used in reports. (Identification of sources and quotations used in oral presentations should be assessed locally.) e. Grade 7 state assessment f. Grade 7 state assessment

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COMMUNICATION ARTS 5-8

IV. Make Decisions and Act as Responsible Members of Society

What All Students Should Know	What All Students Should Be Able To Do	11th Grade Assessment Notes
By the end of grade 12, all students should know how to 1. Apply communication skills and strategies to facilitate decision making. (CA 1, 3-6) [Review the content of your district's curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the second column.]	*By the end of grade 12, all students should be able to* a. apply and abide by agreed-upon rules and procedures for conducting group meetings (4.2; 4.5) b. identify and fulfill needed roles within collaborative groups (4.5; 4.6) c. participate actively in discussions (2.3; 4.1) d. listen to and consider the ideas and opinions of others (2.3; 4.6) e. analyze events, information and experiences to make decisions (4.1; 4.7) f. recognize a variety of techniques used to influence decisions (1.10; 4.6) g. evaluate consequences of decisions on all parties involved (4.3; 4.7) h. share decisions with appropriate audiences (2.1; 4.1) i. analyze and evaluate the role of communication skills in making important decisions in history, current events, science, etc. (3.8; 4.1)	1. Apply communication skills and strategies to facilitate decision making. a. Local assessment b. Local assessment c. Local assessment d. Local assessment e. Grade 11 state assessment f. Grade 11 state assessment g. Grade 11 state assessment h. Local assessment i. Local assessment

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IV. Make Decisions and Act as Responsible Members of Society

What All Students Should Know	What All Students Should Be Able To Do	11th Grade Assessment Notes
By the end of grade 12, all students should know how to 2. Analyze and evaluate decision-making processes involving language use, literature and daily experiences. (CA 1-7) [See note on p. 65.]	*By the end of grade 12, all students should be able to* a. analyze the effects of language use and literacy on the decisions of individuals and societies (1.6; 4.1) b. analyze decisions and decision-making processes of literary characters and historical figures (2.4; 4.3) c. analyze cause and effect events in literature, history and other disciplines to understand the consequences of decisions (4.1; 4.7) d. research and evaluate career and academic options (1.10; 4.8)	2. Analyze and evaluate decision-making processes involving language use, literature and daily experiences a. Local assessment b. Grade 11 state assessment c. Grade 11 state assessment d. Local assessment

COMMUNICATION ARTS 9–12

IV. Make Decisions and Act as Responsible Members of Society

What All Students Should Know	What All Students Should Be Able To Do	11th Grade Assessment Notes
By the end of grade 12, all students should know how to	*By the end of grade 12, all students should be able to*	
3. Make informed decisions regarding communications. (CA 1-7)	a. analyze appropriateness of communications for various audiences and purposes (2.1; 4.5)	3. Make informed decisions regarding communications.
[See note on p. 65.]	b. create accurate and aesthetically pleasing communications (2.1; 4.4)	a. Grade 11 state assessment
	c. establish criteria to evaluate communications and presentations (1.6; 4.1)	b. Grade 11 state assessment
	d. practice constitutional rights and responsibilities related to communicating and communications (4.2; 4.3)	c. Establish criteria to evaluate communications (The establishment of criteria to evaluate oral presentations should be assessed locally.)
	e. demonstrate sensitivity in language choices (2.3; 4.2)	d. Local assessment
	f. practice integrity in academic work and in the workplace (4.3; 4.4)	e. Local assessment
	g. cite sources correctly within a written text and in lists of references (1.7; 4.4)	f. Local assessment
		g. Local assessment

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